

MASS. ED21.2:EX.73 ✓



**Department
of Education**

GOVERNMENT DOCUMENTS
COLLECTION

NOV 8 1994

University of Massachusetts
Depository Copy

Explanation of Terms and Sources of Data

School District Summary Report

The Commonwealth of Massachusetts

943/205

Massachusetts Board of Education

Mr. Martin S. Kaplan, Esquire, Chairperson, Newton
Dr. Madelaine S. Marquez, Vice Chairperson, Amherst

Mr. Thomas Chin, Newton
Ms. Patricia A. Crutchfield, Springfield
Ms. Marjorie Dolan, Boston
Dr. Jerome H. Grossman, Chestnut Hill
Mr. Frank Haydu, III, Dover
Mr. William K. Irwin, Jr., Wilmington
Ms. Elizabeth Kittredge, Longmeadow
Mr. S. Paul Reville, Worcester
Dr. Richard R. Rowe, Belmont
Dr. Stacy L. Scott, Lowell
Rev. Michael W. Walker, Brockton

Ex Officiis

(Voting Privileges)

Ms. Allyson Bowen, Westminster
Chairperson, Student Advisory Council

Dr. Piedad F. Robertson, Secretary, Executive Office of Education

(Non-Voting Privileges)

Dr. Stanley Z. Koplik, Chancellor, Higher Education Coordinating Council

Dr. Robert V. Antonucci, Commissioner of Education and Chief Executive Officer of the
Board of Education

The Massachusetts Department of Education insures equal employment/educational opportunities/affirmative action regardless of race, color, creed, national origin or sex, in compliance with Title VI and Title IX, or handicap, in compliance with section 504.

350 Main Street, Malden, Massachusetts 02148-5023 (617) 388-3300 • TTY: N.E.T. Relay 1-800-439-2370

State Publication No. 17570-12-1000-5/94-DOE



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

(617) 388-3300
(617) 388-3392 Fax

Robert V. Antonucci
Commissioner

Dear Friends,

I am pleased to provide you with *Explanation of Terms and Sources of Data for the Massachusetts School District Summary Reports*. The booklet is designed to assist you in using the *School District Summary Reports*. The *Summary Reports* provide a snapshot of each school system in the Commonwealth by reporting key statistics on community characteristics, school district finance, student and staff demographics, student attendance, dropouts, the plans of high school graduates, and the statewide assessment program.

The *Summary Reports* make use of the most current information available, however, several different years of data are contained in them. For example, data on community characteristics were derived from the 1990 U. S. Census, while results from the statewide assessment program come from the most recent round of testing. For most data elements, statewide averages are reported in order to provide a comparative context for district level figures.

Much of the data contained in the *Summary Reports* are also included in the *Massachusetts School District Profiles*, available from the Parent Information Center, Executive Office of Education. You can request the *Profiles* by calling (800) 297-0002.

I hope you find this booklet and the data contained in the *Massachusetts School District Summary Reports* to be informative and useful. If you have any further questions, or would like to request particular *Summary Reports*, please do not hesitate to contact Accountability and Evaluation Services at (617) 388-3300 Extension 327.

Sincerely,

A handwritten signature in cursive script that reads "Robert V. Antonucci".

Robert V. Antonucci
Commissioner of Education

I. Background Information

A. Community Characteristics

This section provides information about the city or town for an individual school district. The data comes from three sources: the 1990 U.S. Census, the Massachusetts Department of Revenue, and the Massachusetts Department of Education. For regional school districts, data from member towns are combined to represent the region as a whole.

Table of Contents

I. Background Information

- A. Community Characteristics 2
- B. School District Finance 3
- C. School District Characteristics 4
- D. School District Organization 6

II. Educational Results

- A. Non-cognitive Results 8
- B. Massachusetts Educational Assessment Program 9

I. Background Information

A. Community Characteristics

This section provides information about the city or town for an individual school district. The information comes from three sources: the 1990 U.S. Census; the Massachusetts Department of Revenue; and the Massachusetts Department of Education. For regional school districts, data from member towns are combined to represent the region as a whole.

- **Population** groups are defined by the U.S. Census as follows: Native American-persons who classified themselves as American Indian, Eskimo or Aleut; Black- persons who indicated their race as Black or Negro or classified themselves as African American, Black, Puerto Rican, Jamaican, Nigerian, West Indian, or Haitian; Asian- persons who reported being in one of the Asian or Pacific Islander groups; Hispanic- persons who classified themselves as Mexican, Puerto Rican, or Cuban; as well as those who indicated they were of other Spanish/Hispanic origins including those from Spain, the Spanish speaking countries of Central or South America, and the Dominican Republic; White - persons who indicated their race as White or reported entries such as Canadian, German, Italian, Lebanese, Near Easterner, Arab or Polish. Other - all other persons not included in the above-mentioned groups such as those reporting themselves as multiracial, multiethnic or interracial.
- The **median family income** represents the midpoint of incomes for all families in the district. Half of the families have incomes less than the median; half have incomes more than the median. The median income is based on the total number of families, including those with no income. A family is a household in which two or more persons who are related by birth, adoption or marriage live together.
- The **percentage of households with children** is determined by comparing households with children to the total number of households. A household is any housing unit occupied, whether by one person or by several. A child includes a son or daughter by birth, a stepchild, or adoption by marriage or who live together.
- **Educational attainment** data reflect the highest level of school completed by adults in the community. According to the U.S. Census, the category high school graduates includes individuals with a high school diploma or a General Educational Development (G.E.D.) Certificate. Educational attainment data are shown for individuals age 18 and older.

I. Background Information

A. Community Characteristics

This section provides information about the city or town for an individual school district. The information comes from three sources: the 1990 U.S. Census, the Massachusetts Department of Revenue, and the Massachusetts Department of Education. For regional school districts, data from member towns are combined to represent the region as a whole.

Population groups are defined by the U.S. Census as follows: Native American persons who classified themselves as American Indian, Eskimo or Aleut; black persons who indicated their race as black or Negro or classified themselves as African American, black, Negro, black, Jamaican, Nigerian, West Indian, or Haitian; Asian persons who reported being in one of the Asian or Pacific Islander groups; Hispanic persons who classified themselves as Mexican, Puerto Rican, or Cuban, as well as those who indicated they were of other Spanish/Hispanic origins including those from Spain, the Spanish speaking countries of Central or South America, and the Dominican Republic; white persons who indicated their race as white or reported entries such as Canadian, German, Italian, Lebanese, Irish, Russian, Arab or Polish. Other - all other persons not included in the above-mentioned groups such as those reporting themselves as multiracial, multiracial or interracial.

The median family income represents the midpoint of incomes for all families in the district. Half of the families have income less than the median; half have income more than the median. The median income is based on the total number of families, including those with no income. A family is a household in which two or more persons who are related by birth, adoption or marriage live together.

The percentage of households with children is determined by comparing households with children to the total number of households. A household is any housing unit occupied whether by one person or by several. A child includes a son or daughter by birth, a stepchild, or adoption by marriage or who live together.

Educational attainment data reflect the highest level of school completed by adults in the community. According to the U.S. Census, the category high school graduate includes individuals with a high school diploma or a General Educational Development (GED) certificate. Educational attainment data are shown for individuals age 18 and older.

- Equalized property values are a measure of the property wealth of Massachusetts cities and towns. Equalization here refers to the method of assessing property values for all cities and towns, whether or not they are included in a particular recertification cycle. The **equalized property value per pupil** is calculated by dividing a town's equalized property value by its net average pupil membership. Net average membership (N.A.M.) is the number of a community's public school pupils averaged to account for fluctuations in membership, such as when pupils move to and from the community.
- The **integrated cost per pupil** represents the cost per pupil (N.A.M.) for all pupils residing in a city or town, regardless of the district in which they attend school. Integrated costs include the local district's operating expenses and, when the district is a member of a regional school district, an appropriate portion of the regional district's costs are included as well. Towns without a full range of schools may send some students to another district. The tuition paid to schools outside the district is also included in the integrated cost per pupil. Per Pupil Expenditure is discussed in the following section. This figure differs from the integrated cost per pupil in that it applies solely to a district's costs, rather than to those of a community, which may have students in several districts.
- **School attending children** figures indicate the proportion of students in each city and town in the Commonwealth attending public and non-public schools. The proportion of students attending public schools includes the total of pupils in local public schools, other public school districts, educational collaboratives, and special needs day and residential programs. The proportion of students attending non-public schools includes the total of pupils in private and parochial schools.

B. School District Finance

This section provides financial information for the school district. Data comes from the Department of Education's *End of Year Pupil and Financial Report* for the year specified.

- **School district revenues** include state aid, federal aid, the municipal contribution, and other local revenues. **State aid** includes funds distributed under Chapter 70, Regional School Aid School Construction, Pupil Transportation, Chapter 188 (Education Improvement Act of 1985), Chapter 636 (Equal Education), Food Services, and Chapter 32 (Retired Teachers Pension). **Federal aid** includes grant programs such as P.L. 97-35 (Handicapped in Institutions), Chapter 1 (Basic Grant

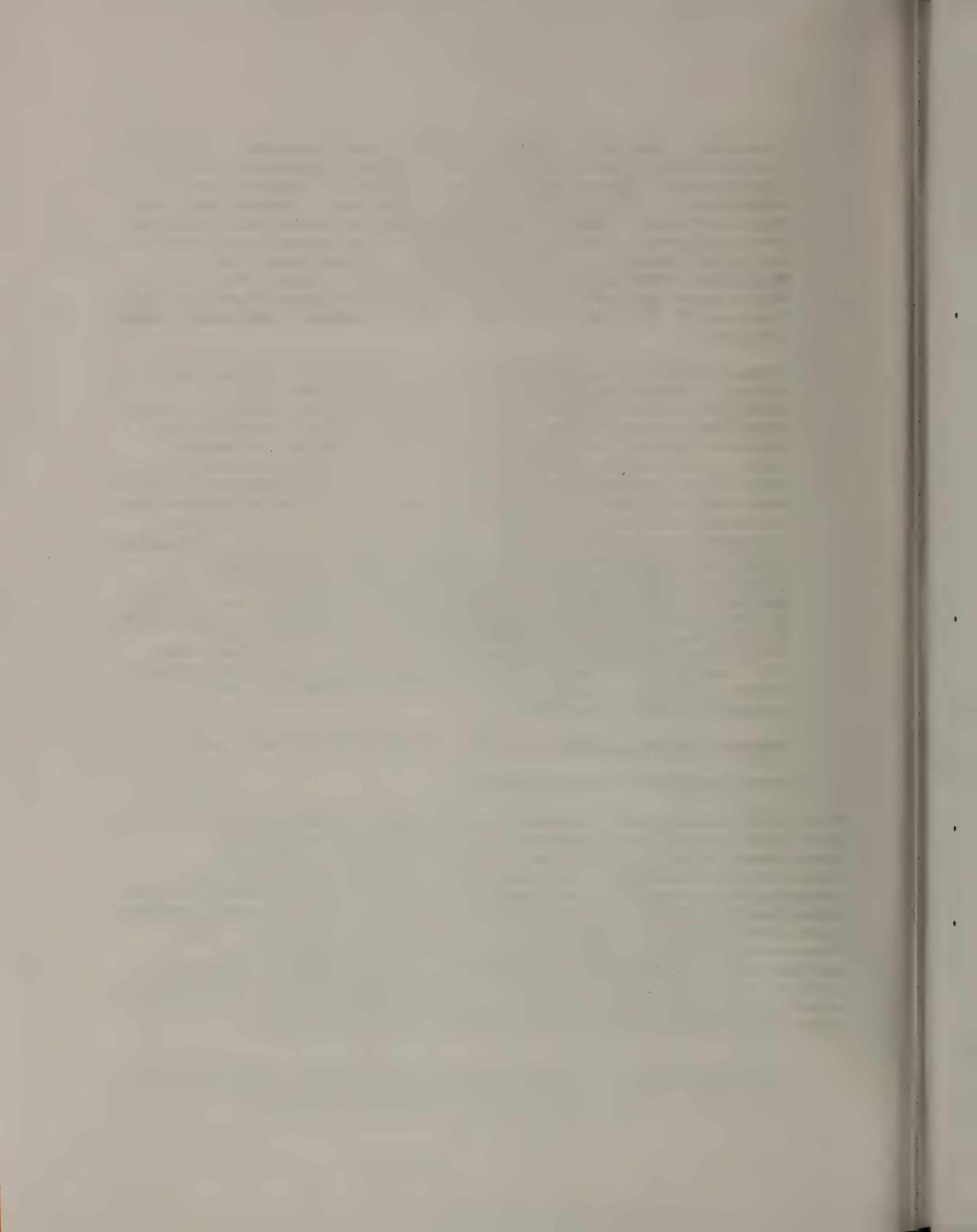
Program), Chapter 2 (Federal Block Grant Program), Title II (Eisenhower Math/Science), P.L. 94-142 (Individuals with Disabilities Education Act), P.L. 94-482 (Occupational Education), P.L. 95-561 (Adult Education), Impact Aid, and Food Services. **Local other** includes revenues from tuition, transportation fees, investments, rents, private grants, athletic receipts, and food sales. We estimate the **municipal contribution** is calculated by taking the difference between the school district's total revenues and the sum of its revenues from state, federal and local other sources.

- **School district expenditures** are a district's operating costs. Operating costs include expenditures for administration, instruction, pupil services, transportation, plant maintenance, and fixed charges. These costs do not include capital outlay and long-term interest on school debt. Per pupil expenditures (PPE) are calculated by dividing a district's operating costs by its average pupil membership. Average pupil membership includes students who receive services in the district's schools, as well as students receiving home or hospital instruction. To allow a fair district-state comparison, the PPE shown under the column titled "State" represents an average PPE for districts with similar organizational structures. (For an explanation of school organizational structures, see Section D: School District Organization). The **change in PPE** indicates the percent growth (or decline) in PPE between FY89 and FY91. The change in PPE for the state is for all school districts, and is not differentiated by district organizational structure.
- **Teacher salary** figures are for classroom teachers only.

C. School District Characteristics

This section provides information on students and staff. Most of this data comes from Department of Education Reports. The Department's Individual School Report describes student enrollment according to characteristics such as ethnic and language backgrounds. Information on school staff comes from the Department's *School System Summary Report*. Both of these reports give information as of October 1 of a particular year. The Department's *School Attending Children Report*, shows the percentage of a district's students attending public and non-public schools as of January 1 of a particular year. Counts of students on AFDC (Aid to Families with Dependent Children) come from the Massachusetts Department of Public Welfare.

- Enrollment refers to students who are members of the school district. Grade range specifies the range of grade levels



in the district. Ranges beginning with "N" indicate the district has prekindergarten, while "K" indicates Kindergarten. Ranges ending in grade 13 or 14 indicate the district has a post-graduate program(s). **Total enrollment** represents a head count of the student membership in the school district for the grade range indicated, including ungraded students. (See population definitions in Section A for explanations of **Enrollment by Race**.)

- **Selected student populations** include language minorities, students with special needs, vocational-technical, and low income students. **Language minorities** are students whose first language is not English including: (1) children born outside the United States whose native language is not English, and (2) children born within the United States of non-English speaking parents. **Limited English proficient** students are those whose **first language is not English** and who are unable to perform ordinary class work in English. Transitional Bilingual Education (TBE) programs serve students in districts that contain twenty or more limited English proficient students of a particular language group. In districts with insufficient enrollments to offer TBE programs, limited English proficient students may receive English As A Second Language (ESL) services.
- The provision of **special education** is mandated by Massachusetts' special education law, Chapter 766, and federal law, P.L. 94-142. Both laws mandate specially designed instruction and related services for students with disabilities who are unable to make effective progress in school. For the purposes of this report, **integrated students** with special needs refers to those students who receive special education services solely within regular education classrooms or out of regular education classrooms for not more than 25% of the school day.
- **Occupational education** students are those enrolled in programs approved under Chapter 74 of the Massachusetts General Laws. The percentage of students in these programs is based on students in grades 9-12 only.
- Two figures are provided to report the relative number of low income students: AFDC and Federal Guidelines. **AFDC** data refer to students whose families receive public assistance. The term **federal guidelines** is used to identify students who meet federal poverty guidelines. These guidelines are broader than those used to decide eligibility for AFDC. Therefore, included here are students whose families receive AFDC, students who are state wards or in an institution for the neglected or delinquent, or students who are eligible for free or reduced rate meals.

- **School Staff** includes all full and part-time staff and is reported here in full-time equivalents (FTE). That is, all part-time employees and those full-time employees with responsibility in more than one area are represented with a decimal point that stands for their proportion of full-time work. Full-time employees with responsibility in only one area are counted as 1.0 FTE. **Teachers** refers to personnel providing classroom instruction including regular education, special education, transitional bilingual education, English-as-a-second language, and occupational education. **Other instructional** includes professionals such as audio-visual and unified media specialists, guidance counselors, rehabilitation counselors, vocational counselors, and school adjustment counselors, psychologists, librarians, therapists, nurses, and physicians. **Administrative staff** includes superintendents, assistant superintendents, school business administrators, principals (including vice/assistant principals), guidance directors, and supervisors or directors (including department heads). **Support personnel** include aides (instructional, administrative and service-related), clerks, and secretaries. **Service/Operational/Maintenance** personnel includes food service, health, transportation, and operations and maintenance staff.

D. School District Organization

School districts in Massachusetts differ according to organizational structure. Generally, there are six types of structures including: (1) districts containing grades K-12, which are not a member of vocational-technical region; (2) K-12 districts which are a member of vocational-technical region; (3) districts with elementary schools only; (4) districts with secondary schools only; (5) districts with vocational-technical schools only; and (6) districts which do not contain operating schools. Similarly, grade configurations within schools also vary. For each school district the report displays the number of schools, their grade configuration, and enrollment in the following categories: Elementary schools may include K-3, K-4, K-5, K-6, and K-8 (elementary schools also may include preschool (N); Middle/Jr. high schools may include 5-8, 6-8, 7-8, 7-9; Senior high schools may include 7-12, 9-12 (most common), or 10-12 (high schools may also include post-graduate programs indicated by grades 13 and 14); Other schools may include ungraded schools and those with a mixed configuration, such as a K-12 school.

Districts for which state **school choice program** is marked "yes" indicates that the district chooses to admit non-resident students under the Commonwealth's school choice law. The law allows any child to enroll, at the state's expense, in a public school district or in a community other than that of the child's

residence if the receiving district chooses to admit non-resident students.

Districts for which **Metco** is marked "yes" indicates the district admits students under the state program that provides funds for the cost of transporting and coordinating the education of minority students from urban to suburban school districts for the purpose of reducing or eliminating racial imbalance.

Districts for which **TBE** is marked "yes" indicates the district operates one or more transitional bilingual education programs. TBE programs are mandated if a school district has 20 or more students who meet both the following criteria: (1) the students are not able to perform ordinary class work in English, and (2) students are from the same language classification.

II. Educational Results

A. Non-cognitive Results

Non-cognitive results include information about selected outcomes and processes of schooling other than test scores. Information on attendance, grade retention, suspensions, dropouts and the plans of high school graduates come from the Department of Education's Chapter 188 Individual School Report. Advanced Placement Data come from the Advanced Placement Program, sponsored by the College Board. Data on the status of graduates of vocational-technical programs are reported to the Department of Education in the Occupational Education Completer Report.

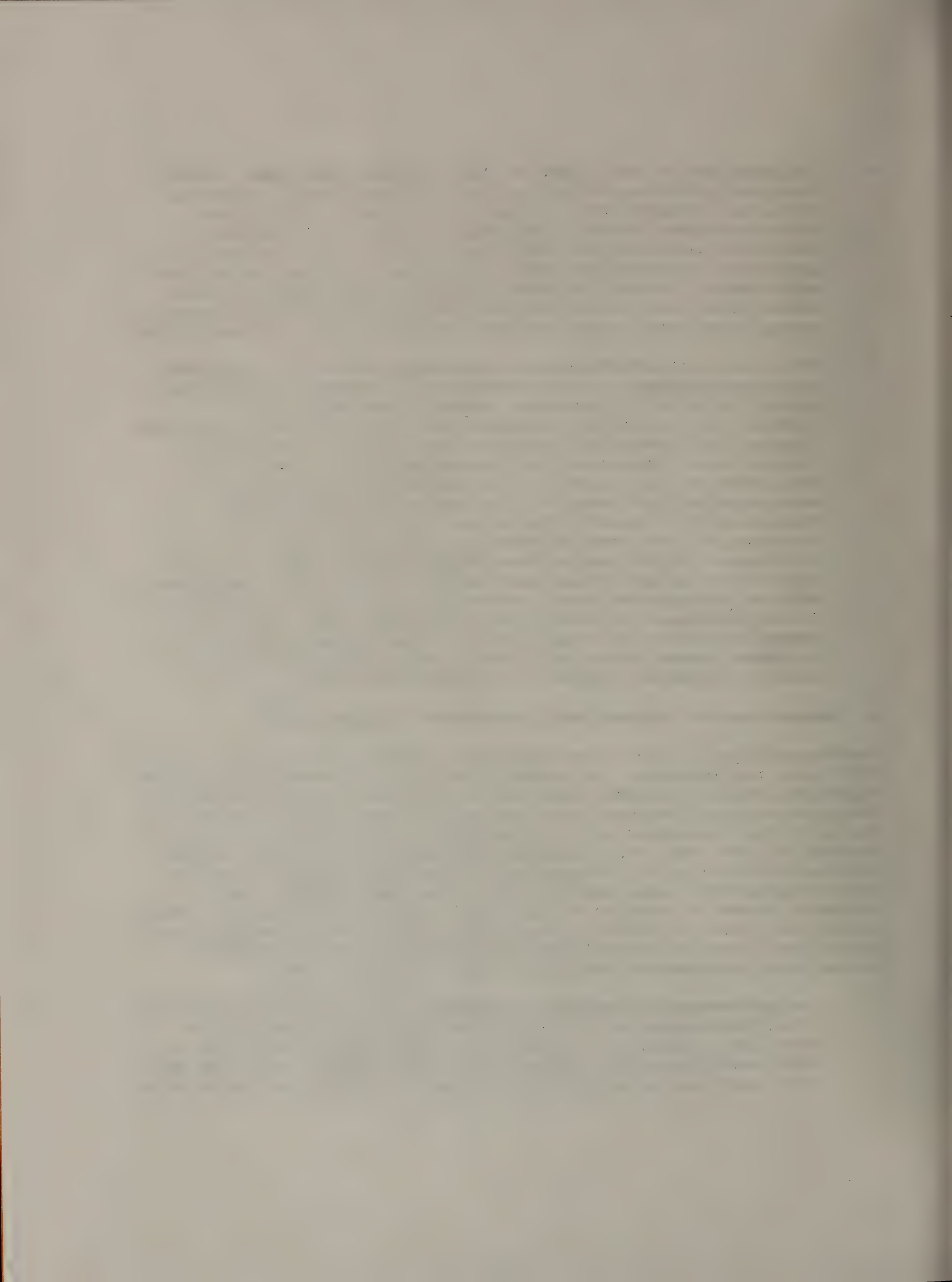
- **Attendance rates** measure the percentage of students present on a typical school day.
- **Students retained** in grade is number of students who repeated the grade level in which they were enrolled the previous year.
- **Suspension** is a disciplinary action imposed by school officials to remove a student from participation in school activities for up to ten consecutive days. Students who are suspended out-of-school are prohibited from attending school during the suspension period. Students who are suspended in-school remain in school during the suspension period but are removed from academic classes and placed in a separate environment, supervised by a teacher or by other school staff. Data on suspensions indicate the percentage of students suspended, not the number of suspensions issued or the length of the suspensions.
- The **Annual Dropout Rate** shown is the percentage of students in grades 9-12 who dropped out over the one-year period beginning on July 1 and ending on June 30 of the school year specified. The **4-year dropout rate** is an estimate of the percentage of ninth graders who may not graduate. It shows the accumulated rate of four years of dropping out for a single graduating class.
- The **Advanced Placement Program (AP)** is based on the premise that college-level material can be taught successfully to well-prepared secondary school students. Participating colleges, in turn, grant credit and/or appropriate placement to students who have done well on the AP examinations. The AP exam is administered in 29 subject areas. The *District Summary* shows the number of exams taken in the most commonly offered subject areas; English Literature/Composition, U.S. History, Calculus A/B, and Biology. Exams in all other subject areas are combined under Other.

- Information on the **plans of high school graduates** reflect the post-graduate intentions of all high school seniors. Colleges include both public and private institutions. Post-secondary schools include business, secretarial, technical and hospital nursing schools. Work includes graduates looking for work as well as those who have found employment. Other includes graduates remaining at home, those whose activities do not fit into any of the preceding categories, and those for whom no information is available.
- The status of **graduates of vocational-technical programs** provides information for graduates of Chapter 74 programs, about 15% of all graduates, roughly one year after graduation. District personnel survey graduates using the *Chapter 74 Vocational Graduate One-Year Follow-Up Form*. Status known indicates the percentage of graduates who responded to the survey. The percentage of graduates in each category is based on the number of respondents. Consequently, readers should use caution using this information when **status known** is less than 75%. Data on graduates' **full-time further education** includes 2- and 4-year colleges and other post-secondary schools. **Employed in related occupation** means students' jobs are directly or closely related to their field of vocational training. **Unemployed** means not employed but seeking employment. **Not in labor force** means not seeking employment because of choice, illness, pregnancy or some other reason.

B. Massachusetts Educational Assessment Program (MEAP)

The Massachusetts Education Assessment Program was established in 1985 with two purposes: to compare achievement among schools and districts and to provide curriculum and instructional guidance. Every other year, students in grades 4, 8 and 12 (beginning with the next test students will be tested in grades 4, 8 10) are tested in five subjects: reading, mathematics, science, social studies and writing. The assessment includes multiple choice questions and one open-ended question in each subject area. Students answer a sample of the total number of questions. This allows the test to cover a broad range of student knowledge and abilities, from basic to higher order skills in all subject. Scores are reported at the school and district levels.

- The **percentage of students included** is the proportion of the total population of students tested and included in the district's results. Students not included in district's MEAP results may be students who were absent, students who were enrolled in a Transitional Bilingual Education program



range of scaled scores is 100 to 1600. A score of 1300 represented the statewide average for that subject area when the test was first administered in 1988. In 1992, test scores were weighted to assure that responses to open-ended questions accounted for 30 percent of the school's total scaled score in a subject. Since there are no multiple choice questions for the written portion of the test, scaled scores are not provided in that subject area.

- **The comparison score band** is a range that indicates what the average scaled scores are for a district with similar socio-economic characteristics. It provides districts with a fair basis for evaluating their own results.
- Scaled scores were designed for comparison purposes only. They give no information about what students actually do. In order to correct this inherent limitation of scaled scores, proficiency levels were developed to report the results of the 1992 round of testing. **Proficiency levels** are grounded primarily in student responses for open-ended questions. Generally, proficiency increases from Level I to Level IV. Students of Level "Below I" were unable or unwilling to answer open-ended questions.

For additional information about the MEAP, you may request the technical assistance document entitled, The Massachusetts Education Assessment Program: Description of Proficiency Level, Massachusetts Department of Education.

